

Pupil premium strategy statement 2024/2025

Our primary aim is to ensure that our disadvantaged students make rapid and sustained progress during their time at Hurstmere School, enabling them to move on to the next stage of their education; more confident and academically empowered.

The following statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hurstmere School
Number of disadvantaged students in school	155
Proportion (%) of pupil premium eligible students	16.1% (was 15.9% last year)
Academic year/years that our current pupil premium strategy plan covers (4 year plans are recommended)	2021-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ms Lynn Bennett
Pupil premium lead	Mr Jamie Lever
Governor / Trustee lead	Mr Nick Osbourne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,825
Anticipated Spend in year	£153,825
Anticipated unspent at 2024/25 year end	£0

Part A: Pupil premium and recovery premium strategy plan

Statement of intent

At Hurstmere School we aim to diminish the challenges that face our students, ensuring that all boys regardless of their situation, can make excellent progress and succeed. Our structure allows us to have a personalised provision that is not only linked to aspects of achievement in the classroom, but also attendance, aspiration and wider experiences. We therefore use the PPG strategically to support disadvantaged students to ensure that they 'believe and achieve.' Through our provision we aim to help broaden the support we offer to other groups of students where appropriate.

Our approach to improving the outcomes for our disadvantaged students is firmly based on the most up to date and effective research and guidance from the DFE and other sources. At Hurstmere, we use the guidance from the EEF, including

- *Using pupil premium funding effectively*

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

- *The Teaching and Learning Toolkit*

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit>

Our intent in this plan is to remove the challenges faced by our disadvantaged students so they can achieve as well as or better than their peers, they can play a full and active role in the school, thrive at Hurstmere and leave us at 16 ready to pursue the next stage of their chosen education pathway to lead a happy and fulfilling life, free of the challenges of educational disadvantage.

Challenges

At Hurstmere School we firmly believe in a personalised approach to be able to meet the needs of our disadvantaged students. We therefore conduct start of year interviews with all our Pupil Premium eligible students with the sole aim to establish their challenges that may prevent them from reaching their potential. This also provides us with an opportunity to check in on them and discuss how they have settled into the new year.

From this point we analyse the findings and look to address the needs that are raised with whole school, small group and individual support initiatives.

The below key details the challenges to achievement that we have identified among our disadvantaged students from internal data analysis, our own observations, pupil and parent voice and research evidence on our pupil demographics. All disadvantaged students are met with in the first half term and mentored by a key member of staff who works to ascertain the challenges to learning they face. We also conduct regular parent and pupil voice activities.

Challenge code	Detail of challenge
C1	Progress - Special Educational Needs, Low aspirations especially for the most able students, Low literacy/numeracy levels as identified by an analysis of their CATs data.
C2	Attendance - Low levels of family stability
C3	Extracurricular - Location - transport to and from additional interventions and extra-curricular activities, Reduced capacity within the home to broaden their child's life experiences offering music lessons, trips outside of the local environment etc, A lack of opportunities or motivation to participate in enrichment/co-curriculum activities (inside and/ or outside of the school)
C4	Access to ICT within the home, Reduced capacity to complete homework/revision within the home

C5	Mental Health & Welfare - Lack of support/capacity for mental, emotional and social development
C6	High levels of anxiety especially in relation to exams/assessment

Intended outcomes

This explains the main outcomes we are aiming for by the end of our current strategy plan.

Intended outcome	Success criteria
Improved attainment and progress for disadvantaged students across the curriculum at the end of KS4 Attainment Gap	2024/25 - KS4 outcomes demonstrate that disadvantaged students achieve in line with their peers and no/negligible gap exists in their progress and attainment Learning walks demonstrate that teachers are using feedback effectively. Staff can identify Pupil Premium learners and their specific needs
Improved reading ages and abilities for disadvantaged students in KS3.	2024/25 Improved reading ages and abilities evident for disadvantaged students with no negligible gap between disadvantaged students and their peers. (National - PP)
To improve the attendance of disadvantaged students so they learn more, know more and achieve well.	2024/25 - Attendance for disadvantaged students is in line with their peers. Persistent absence rates for disadvantaged students are reduced. Interventions for disadvantaged students increased attainment and increased support (for SEMH) Improve aspirations, cultural capital & extracurricular enrichment. No National Pupil Premium student is identified as NEET
Behaviour	Data shows key targeted students, number of sanctions reduces as a result of their improved behaviour for learning. To reduce the gap between percentage pupil premium grant that are suspended and that of their peers
Improve aspirations for disadvantaged students by increasing their access to opportunities outside of their core curriculum	Co – curriculum enrichment to be enhanced and recognised by students and parents as having breadth and depth to increase the number of Co-Curricular activities on offer.

Strategy

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Commented [pb1]: Challenges has been left the same

Planned activities for 2024/2025 with intended outcomes

Key: RA = Raising Achievement WD = Wider Development

Teaching (for example, CPD, recruitment and retention) £ 87,307

Activity	Action and evidence base	Intended Impact/Outcome	Challenge number(s) addressed
Employ and retain Raising Standards Leads x 5 RA/ WD	RSL to take strategic oversight of the pupil premium students within their year group, meeting with them on a termly basis, offering mentoring style conversations focusing on academic progress, personal development, the identification of attainment barriers and seeking appropriate support. PASL to guide RSLs with improving attendance and punctuality.	Challenges are identified and rapid support is put in place. Disadvantaged students progress will be in line with their peers. Attendance is above national average, and they feel happy and safe in their environment.	C1>C7

<p>Employ and develop Inclusion Team (including DSL, attendance officer, Inclusion Manager and Support Staff including Behaviour support Officers)</p> <p>RA/WD</p>	<p>DSL – where safeguarding concerns are raised, the DSL will ensure that the pupil will receive the necessary support in a timely manner so that their progress is not adversely hindered.</p> <p>Inclusion Manager – The inclusion manager will oversee inclusive support strategies aimed at reengaging disaffected students or those with significant behavioural challenges. These programmes are bespoke in nature and aimed at reengaging students in their mainstream curriculum as soon as possible.</p> <p>EEF reports that behaviour interventions of this nature can have a moderate impact for a minimal cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Place to Be – support</p> <p>Hurstmere have successfully been using the services of "Place 2 be" who specialise in supporting students with mental health issues including anxiety leading to school attendance problems.</p> <p>The service is available Wednesday to Friday and students can sign up via a self referral form or can be referred via the swap team where an assessment will then be undertaken.</p> <p>This is accessible to all students those deemed disadvantaged</p>	<p>Students who have been referred to Safeguarding are assessed, and the appropriate interventions are put in place to help support that pupil. The aim is to provide continuity of education for those students enabling them to progress.</p> <p>Help support the students who have been identified as requiring support to enable them to reengage in their mainstream lessons through building confidence, providing self-regulation strategies and better resilience to setbacks.</p>	<p>C1>C7</p>
<p>Quality first teaching for disadvantaged students</p> <p>RA</p>	<p>The biggest influence on attainment and progress of PP students is the quality of education they receive. Quality first teaching for PP students is a strategic priority.</p> <p>Teachers know their PP students, clearly identified on the seating plans, with a strategic rationale for why they are positioned where they are.</p> <p>Teachers are aware of and utilise specific strategies to support disadvantaged students using the PP toolkit.</p> <p>PP need more regular feedback both in lesson and in their books. Regular checking in on PP students in lessons is a core expectation, as is giving them greater and more detailed feedback on their work, this can be verbal, peer or written. The EEF cites feedback as one of the most effective interventions for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>Improved progress and attainment for PP students closing the attainment gap between them and their peers.</p>	<p>C1>C6</p>

	<p><i>Teachers and other staff should have a shared understanding of the components of inclusive quality first teaching, specific to their subject and phase. Subject and phase leaders should ensure that their daily practice and that of the teachers in their teams is inclusive and high quality for all. There should be memorable learning experiences in which all students, particularly the disadvantaged, are expected and encouraged to participate”</i></p> <p>(Rowland 2021 p.32)</p>		
<p>Use of LSAs in classrooms to support disadvantaged students - especially in English and maths</p> <p>RA</p>	<p>Learning Support Assistants to support PP students in addition to their designated statemented students to improve outcomes</p> <p>Teaching Assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. See the EEF guide on making the best use of Teaching Assistants</p> <p>EEF guidance - TAs</p>	<p>To provide additional support to disadvantaged students within curriculum areas which should have a positive impact on results. (RA)</p> <p>Improved outcomes for PP students in English and maths</p>	C1>C6
<p>Literacy focus / Intervention</p> <p>RA</p>	<p>Whole school reading strategy to support all students but particularly the most disadvantaged, intended to improve reading ages, so more students can access their curriculum and make progress. Focus for 2024/25 is on fluency, comprehension and disciplinary literacy.</p> <p>Whole school approach to reading to be embedded across the curriculum, including increased use of knowledge organisers, and disciplinary literacy.</p> <p>Tutor time literacy focus. DEAL (Drop everything and listen) All students in a year group will spend 3 tutor time a week reading a set text or set book as a class across the academic year.</p> <p>Further interventions for the weakest readers 1-2-1 and small group sessions.</p>	<p>To improve literacy levels and reading ages</p>	C1, C3

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £22,275

Co-Curriculum	<p>Cultural capital</p> <p>RSLs to promote the co-curriculum and enrichment program to PP students. Pupil Premium coordinator to monitor and track attendance to these on a half termly basis and to promote with parents.</p> <p>This is aimed at increasing engagement with school and developing skills for life.</p>	
<p>Revision sessions and other interventions run throughout the year, including after school and Easter holiday sessions and early morning pre-exam sessions.</p> <p>RA</p>	<p>To hold revision for targeted PP students to help improve levels of attainment. Early morning pre-exam revision with breakfast to specifically target PP students.</p> <p>EEF research indicates small group intervention, particularly for low attaining students can have an impact on progress and attainment</p> <p>EEF guidance - small group tuition</p>	Improved attainment for PP students and other targeted groups through focused intervention.
Laptops for all PP students if required	All year PP students provided with a laptop to help students access learning activities and opportunities inside and outside the classroom.	Improve levels of homework completion, make good progress and improve levels of attainment. RA
<p>Personal Development</p> <p>RA</p>	<p>Teaching of metacognition and self-regulation to students can have a large impact on learning. All students will receive workshops in study skills, metacognition, and self-regulation.</p> <p>EEF guidance report - Metacognition and Self Regulation</p> <p>The aim is to provide the students with guidance and strategies that are proven to work in helping students achieve their potential. For so many students, the exams are hard to navigate, and this session will help alleviate some of those concerns.</p>	<p>Improved confidence</p> <p>Improved knowledge and understanding on how to be successful in exams and assessments</p>
<p>Literacy Interventions</p> <p>Drop Everything and Listen' (DEAR)</p>	<p>To ensure that all PP students in KS3 access the programme to improve their reading ages (where applicable)</p> <p>To offer additional literacy support to the weakest year 7 students to boost</p>	To improve PP students reading ages so they are in line with their chronological age.

RA	<p>their basic reading ability and comprehension</p> <p>These interventions are part of the wider whole school approach to reading. A focus on reading is highlighted in the EEF literacy report.</p> <p>EEF guidance report - Improving literacy in secondary schools</p>	To improve the reading ages of students with the lowest reading ages to ensure they can access more of the curriculum, raising their levels of attainment.
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Wider strategies (for example, related to attendance, behaviour, wellbeing) £44,243

Activity	Action	Intended Impact/Outcome
Parental /carer coffee mornings WD	<p>SBA and RSL to meet with parents of PP parents in early in academic year (Kick start meetings T-HAT) to foster positive home school relations and use parent voice to identify barriers which can be addressed early in school experience.</p> <p>EEF guidance report - supporting parents</p>	Parents of PP students view school positively, barriers to success are identified early and acted upon by PP team.
College program	Disadvantaged students in year 10 and year 11 to spend 1 day at week at Shooters Hill college to pursue a City and Guilds qualification in multi-trade	<p>Raising aspirations</p> <p>Improved motivation and avoidance of NEET students</p> <p>Improvements in attainment in English and Maths for these students</p>
Attendance and Welfare Officer RA/WD	To track attendance of PP students and other vulnerable groups and to coordinate interventions alongside the behaviour support mentors, RSLs, senior leaders and outside agencies. This will include, parental meetings, and home visits where applicable	Increased rates of attendance for PP students to at least 95%
Pupil Well-being	<p>Support for curriculum resources and equipment.</p> <p>Extra-Curricular Activities</p> <p>Uniform</p> <p>Books/ revision materials</p>	<p>Increase motivation of all students including PP, improving their drive and desire to achieve well and be successful and to avoid students being penalised if their families cannot afford certain resources.</p> <p>(RA/WD)</p>

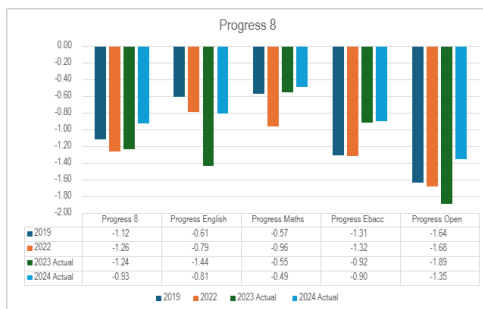
<p>School trips</p> <p>RA/WD</p>	<p>Club memberships etc</p> <p>Please note, this is on a case-by-case basis depending on year, programme of study and level of need.</p> <p>Specific GCSE educational trips aimed at raising aspirations of PP and contributing to their academic success.</p>	<p>To ensure that students can take part in all activities and ensure PP students are not disadvantaged and that their aspirations are raised</p>
<p>Attendance - Breakfast Club from 8am - 8.25 am</p> <p>RA/WD</p>	<p>To offer a hot drink and breakfast to ensure that disadvantaged students start their learning having had something to eat</p>	<p>To ensure that disadvantaged students start their day by eating breakfast.</p> <p>To improve attendance of disadvantaged students by offering something to eat in the mornings before lessons</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2023 to 2024 academic year.

PROGRESS 8



The above chart shows raw figures for Progress 8 over the four-year period of results since 2019.

Results are shown for overall P8, as well as English, Maths, EBacc, and Open.

Progress 8

- The P8 marginally improved in 2023 but did not surpass the 2019 figure.
- This improvement has continued and the figure for 2024 **has** surpassed that for 2019.
- As seen later, this is fuelled by large improvements in English and Open categories.

P8 English

- The P8 figure for English was in decline between the period 2019-2023 with a marked deterioration in 2023
- The P8 figure in 2022 was still, however, the best reported across all the five progress measures
- The figure for 2024 has improved but is still worse than that for 2022.
- Assuming that the figure for 2023 is considered an outlier (it was dramatically worse than anything seen before), there is still a general decline. Next year's figures need careful consideration to assess whether they have indeed turned a corner
- The 2024 English P8 figure is better than the school's overall P8

P8 Maths

- The P8 figure in Maths was at its worst in 2022, where they suffered a sharp decline against the previous figure for 2019 (similar to English in 2023)
- The figure for 2023 was a marked improvement over 2022.
- Marginal improvement in 2024 continues this trend
- In 2019, 2023 and 2024 the P8 figure in Maths has been the best reported across all five progress measures
- The Maths P8 figure is consistently better than the school's overall P8 figure

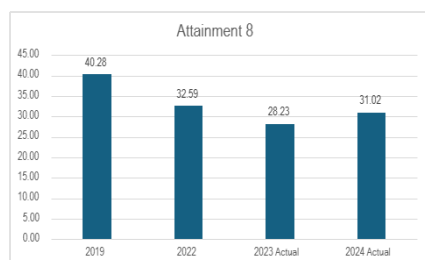
P8 EBacc

- The P8 figures for EBacc follow a similar pattern to Maths with noticeable improvement in 2023 and marginal improvement again in 2024
- Since 2022, EBacc figures have been better than the overall P8 figure

P8 Open

- The Open P8 figure is consistently the worst of all five reported measures
- The decline during the period 2019 – 2023 has been halted in 2024.
- The 2024 Open P8 figure is the best over the entire period of 2019 – 2024, but still dramatically poorer than the other four measures reported.

ATTAINMENT 8



The above chart shows raw figures for Attainment 8 over the four-year period of results since 2019.

- There was a general and marked decline in performance from 2019 -2023
- The decline has halted in 2024 although the figure is still below the one for 2022 and significantly below that for 2019.